

**Tier I and II FY2009 Schools
Application for Year 3 Continued Funding**

**Tier I and II FY2010 Schools
Application for Year 2 Funding**

1003(g) School Improvement Grant (SIG) Application

Due June 1, 2012 Approved 9/12/2012

PART I: DIVISION INFORMATION

School Division Name:	DANVILLE CITY PUBLIC SCHOOLS		
Division Contact:	ANDREW TYRRELL		
Telephone (include extension if applicable):	434-799-6400	Fax:	434-799-5267
E-mail:	atyrrell@mail.dps.k12.va.us		

***Assurances:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to the conditions of award in Appendix A.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct. The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files.

Superintendent's Signature:	
Superintendent's Name:	Dr. Sue B. Davis
Date:	June 1, 2012

PART II: SCHOOLS TO BE SERVED

Complete the requested information for the schools in the division identified as Title I School SIG Schools for the 2012-2013 school year for which funding is requested.

Section A: Schools to be Served

Name of School	Principal	Principal's E-mail	2012-2013 Grade Span	Projected School Membership	Current Percent Identified as Disadvantaged	Current Percent Students with Disabilities	Current Percent Limited English Proficient
JOHN M. LANGSTON FOCUS SCHOOL	Kevin Whitlock	kwhitloc@mail.dps.k12.va.us	6 - 12	170	91%	19%	0%
					%	%	%
					%	%	%
					%	%	%
					%	%	%

Will any school previously funded (above) **no longer** be a Title I school for the 2012-13 school year? If so, list the school(s) below.

Name of School No Longer Being Identified as a Title I School for 2012-13

PART III: REFLECTION AND PLANNING

Respond to each of the following items to guide identification of summer, 30-day and 2012-2013 goals in Part IV: Goal Setting.

School Climate

1. What were the most successful strategies used to change the school climate?

John M. Langston Full accreditation based on the alternate accreditation plan, this is the first time that the school made full accreditation. The Strategic Implementation Team (SIT) developed and implemented a school-wide discipline plan supported by a token economy reward system for good behavior. The Lead Turnaround Partner provided training and on-going support to implement an Instructional Learning Teams structure to improve student achievement and instruction. In order to change the perception of the school and to increase parental and community involvement, the SIT developed and implemented a community service and exposure plan that emphasized students participating in service learning projects on and off the school campus.

2. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.

Full implementation and buy in of the School-wide Discipline Plan. Due to the nature of the alternative learning environment, the discipline of students is still seen as an administrative duty. The plan needs to be reviewed and monitored throughout the 2012-2013 school year with specific discussions among all stake holders. The alternative school perception (negative) still exists and is deeply engrained within the school division and the community. Effective use of a school-wide guidance structure to positively impact the social and emotional development of students. This structure needs to be re-visited and fully implemented for 2012-2013. For 2012-2013, a continued emphasis on student focus groups needs to be developed to actively promote student engagement and ownership. Scheduling conflicts need to be addressed and training needs to be provided for guidance staff members through the school's Learning Team model.

3. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of the year?

Consistency among staff members in terms of enforcement of set rules is in need of improvement. Student behavior has not improved significantly since first semester. Continuous influx of new students with behavioral issues throughout the year makes it very difficult to note overall school improvement in regard to behavior. Enforcement at the office level based on the Code of Student Conduct has been very consistent; however, it is debatable as to whether or not the type of enforcement being used is effective. The data on student behavior as measured by the number of office referrals has increased significantly from year one to year two. The number of students has also increased and class sizes have increased.

4. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?

Is it where you want it to be? If not, what can you do to make further changes?

There has been improvement in school climate however, room for improvement still exists. Involving successful students as peer mentors may be helpful. Collegiality among teachers mainly due to Instruction Learning Teams exists more now than before.

Possible future changes include trained student ambassadors; reserved visitor/parent parking noted by signs close to the office, parent resource center in main office, displays of student successes or student work updated frequently and an exit survey of parents (How was your concern addressed? How well were you greeted?).

5. Are there any anticipated barriers to further improving the school climate?

The transient nature of the division's student population and assignment procedures to the alternative school needs to be addressed to allow for a positive transition onto the alternative campus. Overall student discipline and level of respect is lacking. Students are placed for a variety of reasons; including School Board placement, parental choice, and transferring from another school on the block schedule. The mission and purpose needs to be regularly monitored, evaluated, and revised by a district team. In addition, many staff members serve on school and division level after-school programs including credit recovery and night school programs making it difficult to meet with the entire faculty after school. Many meetings are held during the teacher's ninety minute planning periods.

6. What easy wins will be implemented in September 2012 to make it clear that the improvement efforts will continue and must be supported by students, staff, and parents?

Develop a master schedule of all meetings and trainings for the school year. Develop and implement a "Launch Institute" for faculty members, new and returning before the new year begins. Schedule summer planning sessions to review and update School-wide Discipline Plan, Learning Teams structure, and review school improvement plan. Implementation of mini assemblies to focus on positive initiatives of students and staff. Work to strive for consistency in the implementation of defined initiatives and expectations for faculty and students.

7. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of SIG implementation?

Consistency among staff members in terms of enforcement of set rules is in need of improvement. Student behavior has improved significantly during the first two years of the Lead Turn Around Partnership, but barriers still exist. Barriers include transient nature of student population, consistent enforcement of school-wide discipline plan, increase in class size, and short enrollment periods for some students.

8. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of SIG implementation? Is it where you want it to be? If not, what can you do to make further changes?

There has been improvement in school climate since the implementation of the Lead Turn Around project. Some students are developing a sense of ownership through community service projects and off-campus learning opportunities, parent involvement has increased tremendously, and the school culture as a Learning Community is developing. Provide training and implement a peer mentoring and tutoring program for successful students.

9. What celebrations/strategies/practices will you use to end this school year?

Student incentive field trips; awards programs; faculty recognitions/social gathering; faculty/staff service awards; and end of year luncheon to celebrate all successes.

Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are all team members heard? How are their opinions considered and incorporated? Are decisions explained, with rationale behind them?

All members are encouraged to give input at regular monthly meetings. An agenda is used for topics for discussion but discussion is allowed through open forum. All opinions or suggestions are considered and heard. The lead partner and administration have pre-agenda meetings. Teacher leaders are members of the Instructional Leadership Team and are trained according to a Learning Teams protocol. Each team facilitator leads an instructional workgroup. Teachers have a great deal of input and control over instructional classroom methods and procedures through the workgroups by building consensus.

2. How are responsibilities divided amongst the team members? Are those divisions clear? Do responsible parties have the resources needed to follow through?

This is done to some degree but is an area in need of improvement at the school-wide level. In the Learning Teams groups, the teacher leader is trained separately and is responsible to lead the workgroup using established protocols. Resources are provided that are requested by the individual workgroups.

3. How are new strategies or practices monitored throughout the year? What happens if they don't seem to be working?

The leadership team and administration monitor strategies and practices and make recommendations for changes. Teacher observations, periodic review of lesson plans, and student portfolios are some means of monitoring currently being used. We are not at the point of determining that any of the initiatives are not working. Most are still a work in progress. The embedded professional development provided by the external lead partner has numerous mini-workshops throughout the year to monitor the progress of new initiatives by encouraging teacher feedback and discussion of progress. Program objectives are measured and built upon student academic achievement, student behavior, and social improvement and are the basis of program accountability, evaluation, and improvement.

4. How was the momentum of the improvement effort sustained over the course of the year?

Momentum was sustained through Instructional Learning Teams activities as well as continued staff development activities. The external lead partner continues to regularly observe classrooms and provides on-going coaching to the teachers. The partner also provides a "sounding board" for questions and concerns about the turnaround process by constantly talking with teachers about their practices and the progress being made incorporating new practices. The embedded coaching model has been the most effective means for sustaining momentum. The Strategic Implementation Team (SIT) meets monthly to track the progress toward meeting the goals of the School Improvement Plan. They are charged with keeping their colleagues informed of the progress being made as well as to the discussions of the team.

Instruction

1. How are students identified as needing additional support in core content areas?

Benchmark testing, Istation, ARDT, grades, attendance rate, and past SOL test performance are used to identify students in need of additional instructional support.

2. How do teachers differentiate learning for students?

Small group tiered instruction; computer assisted instruction; project based learning; after school and during school remediation. . Several teachers are very strong at developing hands-on activities that engage students in their work by addressing multiple learning modalities within each lesson.

3. Is the curriculum aligned within the school and across grade levels? If no, what is the process for doing this? (i.e. all third grade math classes teach the same SOLs and the fourth grade classes are ready to being fourth grade math in September)

Utilization of division-wide curriculum and pacing guides, supported by benchmark testing and other formative assessments. . Discussions on curriculum alignment and addressing key SOL across subject and grade levels are a common part of Learning Teams workgroups.

4. How are formative assessments used in your school?

Lesson plans with associated formative assessment to check for mastery of student learning. Benchmark testing results are analyzed by individual teachers to monitor progress toward meeting the standards. Istation assessment data is reviewed regularly to inform instructional decisions in reading development and tiered instruction. Developing effective formative assessments through teacher made tests will be a key focus of the Learning Teams in year three.

5. Do all teachers have a strong understanding of classroom management techniques? If not, how can that skill-set be developed?

Yes, but more understanding is needed in applying management techniques to alternative school populations. Diversity training, peer developed workshops and peer observations can assist in the development of this skill. A continued focus on creating a positive learning climate and culture characterized by a positive rather than a punitive atmosphere for behavioral management and student discipline needs to be developed and implemented. Regular, on-going debriefing meetings with teachers, guidance counselors, and

administrators need to be incorporated into the alternative school program to address the specific needs of students with “tier-two and tier-three” disciplinary issues. On-going discussion and training at regular faculty meetings and staff meetings would be beneficial. On-going analysis of discipline and management data would inform the faculty on key issues such as time of week/day, location, misbehavior type, etc. in order to make adjustments to address the problems. Sharing data with students in regular assemblies and conducting focus groups with students to begin addressing the discipline, along with exploring peer-mediation programs. Establishing class size limits based on the numbers recommended by the National Alternative Education Association.

External Support

1. How is the community supporting the improvement effort? What major hurdles to community involvement and support still exist?

Increased community support and interest, positive media attention, increased parental involvement, sorority support. The major hurdle to parental involvement is making the parents feel welcome and appreciated in the school setting.

2. What community-based organizations are involved with the improvement effort? In what ways? How are those organizations aligned to the broader improvement plan?

Community-based organizations have supported the school's improvement efforts by donating instructional materials and resources, participating in Career Fairs, providing opportunities for off-campus projects and donating gifts for staff members. The local media has generated several positive articles on newly implemented programs and student achievement. These efforts are aligned with the school's focus on creating a positive school and learning environment and perception within the community.

3. Which external partners, service providers or other contractors will be re-hired for the upcoming school year? Why will their contracts be renewed?

Pearson School Achievement Services which include lead turnaround partner, achievement advisor, learning teams training, professional development, will continue to provide services as defined in the year three Sustainability Plan. The plan defines the scope of work and implementation timeline associated with the year three efforts. Based on the improvement efforts noted during the first two years, the contract will be renewed as we migrate towards division sustainability.

4. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education?

There has been an increase in parental involvement over the past two years through parent dinners, celebrations, birthday observances, and an understanding of the school's plan for improvement. The teachers designed a "Student Portfolio of Successes" which is shared with parents at a special event conducted at the school. The Strategic Implementation Team will continue to develop and implement parental involvement opportunities.

5. In what other ways could parents be more involved?

Increased communication through personal phone calls, letters, progress reports, newsletters, the division's parent portal, parent observations in classrooms, and volunteer opportunities (help with birthday celebrations, dinners, copying, etc.). This can be done by personal invitation to individual parents we know and have confidence will follow through. Parent/Teacher Conference nights. Establish a Parent/Community Council (Engagement Work Group) to advise the principal/teacher leaders. Provide guidance activities to assist parents in working/dealing with their children.

Staffing and Relationships

1. How are teachers given positions, classes & grades? Is this process getting the most skilled teachers in front of the right group of students? If not, how can the process be changed?

All teachers are Highly Qualified in their assigned areas of instruction and assigned grade level. Administer an end-of-year survey to provide teachers an opportunity to provide feedback concerning their teaching preferences; ideas about the master schedule; providing remediation services; SOL testing procedures; and procedures for assigning courses to students. Results of the survey will be discussed with the Strategic Implementation Team.

2. How do you evaluate a teacher's quality throughout the year?

Teacher quality is evaluated by walk-through observations; formal observations; analysis of student data; periodic review of lesson plans; informal conversations; disciplinary referrals; observations of teacher performance in parent/ student meetings.

3. How are teachers provided professional development?

Professional development is currently embedded within the external lead partner activities and associated Sustainability Plan. Professional learning communities are used as a platform to identify additional areas of interest for professional development. In addition, PD 360 is available. Coaching on a regular basis, Learning Teams, and the Strategic Implementation Team are provided guidance by the external lead partner. Feedback from focused walkthroughs by the administration provides an additional avenue for offerings.

4. How is the principal evaluated? Who does he/she receive feedback (on his/her performance) from and how often?

Division approved process of goal setting and monitoring. Feedback is received from the superintendent based on midterm review, quarterly report meetings, and end of the year review. Non-evaluative feedback has also been provided by the external lead partner in monthly meetings with the principal. Coaching and suggestions have been made by the Achievement Advisor on a regular basis. These same services have been provided to the assistant principal as well.

5. What is the process for filling teacher vacancies? Is your school able to select teachers before other schools in the division?
If not, why?

Teacher vacancies are addressed through the Department of Human Resources and advertised accordingly. The principal and a site-based team conduct interviews of potential candidates and make recommendations to the Department of Human Resources. During the first year of the SIG implementation, Highly Qualified teachers from others schools were assigned to John M. Langston. These assignments accounted for the majority of the teaching staff still in place after year two. Due to the nature of the school and the needs of the students in the alternate setting, candidates are carefully screened prior to interviews. The interview questions address the necessary skill set of teachers necessary in teaching in an alternate setting.

6. How will professional development lessons/goals be determined for 2012-13?

Teacher input, classroom observations, test scores, student reading levels, recommendations from School Improvement Teams, Learning Teams, and a division professional development survey. A workshop session was held by the Achievement Advisor to review the entire School Improvement Plan. During the workshop, teams of teachers identified areas of the plan which they felt have been fully implemented. They then identified those portions of the plan that need continued work and development. Finally, they identified those portions of the plan that need to be addressed in the coming year. A document of that feedback was prepared and presented to the School Improvement Team. The team will then develop specific goals and tasks to address the identified needs of the school.

7. How will any new teachers and staff (new to the school) be introduced to the philosophies, practices, and the differences of your school?

Mentors/buddies are assigned, new teacher orientation, new teacher academy, school improvement handbook, sample lesson plan documents, curriculum and pacing guide documents, and extra work days. The Achievement Advisor has maintained a project notebook for each teacher. The notebook is updated each summer to include all professional development materials and samples of tasks completed. New teachers receive an orientation session conducted by the Achievement Advisor concerning the Turnaround Project and are given a copy of the updated notebook for reference. The Learning Team Workgroups also submit copies of all their work which is housed in a separate notebook for archival information. Each Learning Team workgroup leader is returning and will orient any new teachers in their specific workgroup.

8. How do you define the relationships within the school's Leadership Team/Improvement Committee? How can it be improved?

The Committee has been slow to develop; however, there has been great growth throughout the second year. The relationship among the members is strong and respectful. The teachers, however, were very reticent to express their concerns in the group setting. The past 2-3 meetings have been much more open and beneficial in identifying organizational, instructional, and behavioral concerns. It is imperative that the principal, assistant principal and district administration reinforce and respond to the more open dialog in a non-threatening and collegial manner. Teachers and other staff must have the confidence to express their concerns.

9. How do you define the relationship between the Lead Turnaround Partner and the principal? How can it be improved?

The relationship has been successful given the fact that the Achievement Advisor is an experienced school administrator and offers valuable insight and suggestions. The partnership can be strengthened by developing an openness to suggestions and less fearful of taking risks.

10. How do you define the relationship between the division liaison (Internal Lead Partner) and the principal? How can it be improved?

The relationship to date has been successful based on the defined expectations of the SIG Project, student learning outcomes, and participation in School Improvement Team Meetings, monthly LTP Meetings with principal and ILP, and required meetings with the DOE. These meetings have developed a relationship of collaboration, trust, and keeping the goals of the project well defined and at the center of the work. The relationship can improve as capacity is sustained and the ILP focuses the principal making decisions with division level assistance.

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead Partner)? How can it be improved?

The relationship between the LTP and the ILP has been strong since the beginning of the project, especially with the Pearson Achievement Advisor assigned to the school. An environment of trust and professionalism has been the foundation of the school's successes to date. The LTP and ILP strive to keep an open line of communication in which all ideas are considered and discussed before implementation. The LTP, with support from the principal, administration, and School Improvement Team, has successfully created a framework and structure to move the school forward based on the defined goals of the project. The Pearson group has been supportive since the beginning attending all required SIG meetings, as well as meetings held at the school and providing professional development support. Each year, the LTP creates a Sustainability Plan for the upcoming year based on school level input, input from the Achievement Advisor, the ILP, and collected data. The LTP has built capacity in the administration and staff that will provide sustainability at the end of year three. As with all professional relationships, increased communication would be the only area of improvement.

Decision-making Process and Autonomy

1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?

Issues that need to be addressed are normally generated from the mini-workshops conducted by the Achievement Advisor or from the ongoing coaching discussions held with teachers. The Achievement Advisor then brings the issues to the SIT meeting and generates discussion and makes recommendations. The SIT team agrees or disagrees. Workshops have been held on several occasions over the past two years with the entire faculty to generate feedback and discussion concerning the improvement plan. Two parent workshops were also held to garner input from parents. Much more has to be accomplished to make these meetings and this process more open and honest.

2. Who makes the final decisions about the school's improvement plan? Should this person/person(s) be the decision-maker? Why or why not?

The SIT team makes final decisions by consensus concerning the school's improvement plan. However, there are times that the principal must step in and make a decision based on his knowledge of available resources, needs of the entire school/community, local policies, and individual academic needs of the students. The School Improvement process has been an excellent framework for defining and implementing initiatives and providing a collaborative decision making culture.

3. What division policies were changed this year? (i.e. priority in filling teacher vacancies, exemptions from division PD sessions, school year/day adjustments)

John M. Langston is included in all division-level professional development activities, but participation is not mandatory. Pearson has designed and developed a specific set of professional development activities of which the administration and staff have embraced. The school does have extended day opportunities for all students funded through the SIG grant and other funding streams. Additional non-traditional programs (after-school credit recovery) are open for all secondary school students. Secondary students attend the division's summer program and middle school students attend a separate summer program.

4. What policy barriers still exist to truly getting the school what it needs to succeed? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policy).

Although there are no division policies creating barriers for the school's success, practices and procedures need to be evaluated in regard to student enrollment, placement, counseling, and transition services.

Phase Out (only for Cohort 1, year 2)

1. What services should be maintained after SIG funds and supports end in 2013?

Maintain the use of Pearson Learning Teams structure into Year Three, including additional training and follow up from an outside consultant. Address the class size issue in the Middle School program with additional paraprofessional or itinerant teachers. Continue to support teachers by implementing a Professional Development plan to sustain successful initiatives or implement new ones.

2. How will the school prepare for the phase out of funds, supports, and services?

The school will continue to implement the Pearson Sustainability Plan structure to support professional development, instructional initiatives, and the framework for continuous improvement outlined in year three including utilizing the workgroup structure, maintaining a data-driven culture, and utilizing data to guide and monitor, and shared leadership.

3. How will the district prepare for the phase out of funds, supports, and services?

Funding streams will shift from 1003g SIG funds to local dollars, and Title I and Title II grants. The division will continue to support the school in maintaining the Pearson Sustainability Plan structure to support professional development, instructional initiatives, and the framework for continuous improvement outlined in year three.

4. Who needs to be involved in the phase out process? What roles does each player take?

The external lead partner, internal lead partner, school administration, teachers, and community are the critical players in establishing sustainable practices for shared (distributive) decision-making and school improvement. The external lead partner recommends and trains the staff in the protocols necessary for effective committee and learning teams work. The division is responsible for finding funding sources to maintain identified areas of sustainability. The school administration is responsible for ongoing monitoring, motivating, and reinforcing the work of the committees and teams. The teachers are responsible for being active participants in the improvement and learning process. The community will continue their involvement in school programs and activities. All are responsible for establishing and maintaining a professional learning community based on trust, respect and professionalism.

5. What are your biggest fears about the phase out process?

Fears include the constant challenges posed by the alternative school student population, teacher turnover due to relocation and retirement, and transient nature of students makes it difficult to sustain pre-established programs and initiatives.

6. What supports from the state would be the most helpful during year 3?

The site visits have been beneficial to see other SIG school's processes and procedures. During year three, it would be beneficial to visit a school outside of the turnaround project to gather ideas and create an additional network of professionals and practices.

7. What supports from the state would be the most helpful after SIG funding ends?

Continue to make available researched based programs that positively impact student learning and achievement including Istation, ARDT, Mind Research, and the use of Indistar. Make available opportunities for schools to continue in the network of school turnaround projects and best practices.

PART IV: GOAL SETTING

Using the current 2011 data from Quarterly Reports, Leading and Lagging Indicators, Interventions, Datacation, etc. to respond to the following questions for continued FY2009 and FY2010 1003(g) grant funding.

1. Please list 5 (SMART) goals for the summer:

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)

1. An Engagement Workgroup will be established and trained. Using specific protocols the team will review the SIP and set target objectives and tasks for increasing student and community engagement as evidenced by an increase in student monthly attendance to 90% or better by the end of May, 2013.
2. A school team will review and analyze all discipline data for the past two years. The School-wide Discipline plan and Token Economy will be reviewed and revised with the target of reducing monthly office referrals by 25% each month through May, 2013.
3. Plans will be established for the first 8 Monday Morning student assemblies, speakers will be arranged, topics set, and all plans for student participation will be made by August 1, 2012.
4. A full master calendar of events such as; parent programs, testing, professional development sessions, student events, etc. for the faculty students, parents and community will be established for the first semester and published by August 1, 2012.
5. Leadership training will be provided to selected teachers and administrators for participation on the Leadership team and to the Learning Teams facilitators in one full day and 2 full day sessions respectively. Specific protocols for completing the work and establishing sustainability will be provided. An additional 2 day School-wide Instructional Focus Launch training will be provided to the full faculty. All training will be completed prior to the start of school.

1. Please list 3 (SMART) goals for the first 30 days of the upcoming school year:

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1. The Engagement Workgroup will plan and conduct weekly Monday morning inspirational/organizational assemblies concerning a variety of data and topics to motivate students and to give them a sense of participation in their school as measured by a student involvement survey.
2. The principal and assistant principal will each conduct 6 classroom walkthroughs each week and record data in the Teacher Compass program. Individual data will be shared with the teacher and cumulative data will be shared with the School Leadership Team for analysis of instructional trends and professional development needs.
3. Teacher lesson plans will contain specific lesson objectives that are posted and reviewed prior to and during each lesson with the students. Plans will include formative assessments to measure student progress in meeting the stated objectives.
4. The School-wide Discipline Plan will be reviewed and revised during the summer of 2012. The revised plan will be presented to the faculty. The plan's effectiveness will be evaluated by a review of the discipline referral data collected and the token economy data.

Please list 5 (SMART) goals for the upcoming school year:

Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1. By May 2013, students in grades 6 – 8 will show monthly gains of 90 percent as measured by the IStation program as a result of tiered instruction, increased rigor in ELA instruction with a focus on engagement, and before, during, and after school remediation opportunities with associated remedial plans (Indicators 984, 987, and 988).

2. During the 2012 – 2013 school year, 70 percent of the students enrolled in Grade 6 – 8 mathematics courses, Algebra I, Geometry, and Algebra II will score 400 or more on the associated Standards of Learning Tests as a result of tiered instruction, integration of I Can Learn Math Program, utilization of Mind Research software, increased rigor in mathematics instruction with a focus on student engagement and mastery, analysis of monthly student data, and before, during, and after school remediation opportunities with associated remedial plans (Indicators 984, 987, and 988). **ARDT data will show monthly gains for 90% of the students tested (Revised due to ARDT not being available after August 2012.)**
3. Increase student monthly attendance rate to 90 percent or better during the 2012-2013 school year as measured by daily and monthly attendance reports in Power School.
An Engagement Workgroup will be established and appropriate professional development will be provided, including developing specific workgroup protocols, reviewing the SIP and setting target objectives and tasks for increasing student and community engagement (Indicators 982 and 1003).
4. During the 2012-2013 school year, office referrals for student discipline will reduce 25% each month, compare to the same month in 2011 – 2012, as measured by discipline data collection in Power School.
A school team will review and analyze all discipline data for the past two years. The current School-wide Discipline plan and Token Economy system will be reviewed and revised, develop positive behavior supports, and provide professional development for student engagement in lesson plans and teacher instructional delivery practices (Indicators 984 and 988).
5. During the 2012 – 2013 school year, John M. Langston will reach a State rating of Fully Accredited as outlined in the Alternative Accreditation Plan approved by the Board of Education.
Teachers will receive on-going professional development utilizing a Learning Teams structure to increase student achievement in the core areas with specific focus on reading and mathematics. Engagement workgroups will be utilized to focus on student motivation and engagement in the classroom, the Strategic Implementation Team will meet every three weeks to review Indistar plans and associated data with a focus on developing objectives and tasks for increasing student engagement, achievement, discipline and attendance (Indicators 982, 984, 987, 999, and 1001).

PART V: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL

Based on the analysis of the school's academic achievement and intervention data collected during the 2011-12 school year, provide a detailed tiered approach to interventions to support student achievement that will be implemented in the school improvement plan as it is developed. Describe specific interventions being put in place as a result of the data analysis.

The description of the intervention for each group should include the following elements: targeted group; intervention description; intervention provider; frequency and amount of time for each tier; and, how the intervention will be monitored. See the sample provided.

SAMPLE RESPONSE

1. Students who are at-risk of failing a mathematics SOL

- a. **Tier 2 students:** 5th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (**intervention description**) for the highly qualified paraprofessional (**intervention provider**) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (**targeted group**) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (**frequency and time**). Teachers will review results from remediation software reports bi-weekly (**monitoring**).
- b. **Tier 3 students:** 5th grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (**intervention description**). The licensed Title I teacher (**intervention provider**) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (**frequency and time**). Teachers will review results of ARDT strand tests as strands according to student's remediation timeline (4 weeks at minimum) (**monitoring**).

Copy and complete this section (Questions 1-4) for each school for which funding is being requested.

<p>School Name: <u>John M. Langston Focus School</u></p> <p>1. Intervention for students who are at-risk of failing a reading SOL</p> <p>a. <u>Middle School students who perform at the Tiers 2 and 3 Levels in iStation Categories (Comprehension, Vocabulary, Word Analysis, Text Fluency):</u></p> <ul style="list-style-type: none"> ♦Reading teacher will provide 45 minutes of additional iStation instruction during the school day with the goal of Tier 1 Level ♦Middle school reading teacher will provide after school remediation for 45 minutes of additional iStation instruction with a goal of Tier 1 Level. Teacher will use <i>Be a Better Reader</i> series used to increase grade level ability and reading skills proficiency <p>b. <u>Middle School students who do not reach an 80% monthly goal in ISIP:</u></p> <ul style="list-style-type: none"> ♦Reading teacher will provide 45 minutes of additional iStation instruction during the school day. ♦Reading teacher will provide 45 minutes of instruction using <i>Virginia SOL Coach; Ladders to Success 2; SOL Workout Review and Practice</i> (Grades 6-8); ERSOLA. <p>c. <u>Middle School students who score below 70% on Interactive Achievement six weeks' tests:</u></p> <ul style="list-style-type: none"> ♦Reading teacher will provide instruction in <i>STARS</i> (Strategies To Achieve Reading Success) and <i>CARS</i> Assessment with a goal of 70% <p>d. <u>Middle and High School Students who are failing the class AND/OR who failed the Previous Grade reading SOL test:</u></p> <ul style="list-style-type: none"> ♦Teachers will provide during school remediation for 45 -90 minutes (pull-out from electives) with review of progress based on Interactive Achievement and teacher made assessments put into IA ♦Teachers will provide 45 minutes of after school tutoring with review of progress based on Interactive Achievement with a goal of 70% ♦Teachers will pull students from elective courses for remediation during school day at teacher's planning block. ERSOLA, SOLPASS, etc. will be used for instruction <p>Intervention for students who are at-risk of failing a mathematics SOL</p> <p>e. <u>Middle School students who score below 6 on ARDT:</u></p> <ul style="list-style-type: none"> ♦Teachers will administer a Pre-test; a Benchmark Test and a Post-test-Goal of 70% ♦ Teachers will provide 45 minutes of additional small group math instruction during the

school day based on IA performance – Goal of 70%

- ♦ Teachers will provide 45 minutes of after school tutoring with review of progress based on Interactive Achievement performance. Teachers will use AlgeBlocks, GeoBlocks, Algebra Tiles and graphing calculators for instruction

f. Middle School students who score below 70% on Interactive Achievement three weeks' tests:

- ♦ Teachers will provide during school remediation for 45 minutes with review of progress based on Interactive Achievement, ARDT and teacher made assessments put into IA
- ♦ Teachers will provide 45 minutes of after school tutoring with review of progress based on Interactive Achievement assessments

g. High School students who are failing the class AND/OR who failed the previous grade reading SOL test:

- ♦ Teachers will provide pull-out from elective classes for remediation during school day at teacher's planning block
- ♦ Teachers will use Hands-on manipulatives for remediation to included Algeblocks, graphing
- ♦ Teacher/Student will develop SOL Mastery progress chart based Interactive Achievement Performance of 70%
- ♦ Teacher will provide 60 minutes of reteaching during the school day in small group or in one-to-one instruction during teacher's planning period. Instruction is based on benchmark score of below 70%
- ♦ Teacher will provide 45 minutes of after school remediation in Jefferson Lab instruction to develop student's skills in self-evaluation

2. Interventions for students who are identified for PALS intervention (K-3), if applicable **Not Applicable**

a. Tier 2

b. Tier 3

3. Interventions for students who failed the SOL reading assessment in the previous year

- ♦ Teacher will review individual student score report with the students for understanding of areas of strengths and weaknesses and develop an SOL Mastery Chart- Goal of 70%
- ♦ Teacher will conduct a 60 minute tutoring session during the 90-minute planning block
- ♦ Teacher will conduct 45-minute after school remediation/tutoring session based on student

performance on SOL Released Tests

Interventions for students who failed the SOL mathematics assessment in the previous year

- ♦Teacher will review individual student score report with the students for understanding of areas of strengths and weaknesses and develop an SOL Mastery Chart- Goal of 70%
- ♦Teacher will conduct a 60 minute tutoring session during the 90-minute planning block
- ♦Teacher will conduct 45-minute after school remediation/tutoring session based on student performance on SOL Released Tests

4. Interventions for students who are/were below grade-level in reading based on a disability

- ♦Teacher will collaborate with special education case manager/inclusion teacher assistant to review the IEP to design instruction to meet specific areas of weaknesses
- ♦Teacher will review individual student score report with the students for understanding of areas of strengths and weaknesses and develop an SOL Mastery Chart- Goal of 70%
- ♦Teacher will conduct a 60 minute tutoring session during the 90-minute planning block
- ♦Teacher will conduct 45-minute after school remediation/tutoring session based on student performance on SOL Released Tests. Emphasis will be placed on work attack and comprehension skills

Interventions for students who are/were below grade-level in mathematics based on a disability

- ♦Teacher will collaborate with special education case manager/inclusion teacher assistant to review the IEP to design instruction to meet specific areas of weaknesses
- ♦Teacher will review individual student score report with the students for understanding of areas of strengths and weaknesses and develop an SOL Mastery Chart-Goal of 70%
- ♦Teacher will conduct a 60 minute tutoring session during the 90-minute planning block
- ♦Teacher will conduct 45-minute after school remediation/tutoring session based on student performance on SOL Released Tests. Emphasis will be placed on work attack and comprehension skills

PART VI: BUDGET (LEA and SCHOOLS)

SECTION A: BUDGET

Part 1: Budget Summary (one for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- c. For each school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

A description of expenditure codes can be found at the end of Section D (Part1(d)).

See following pages for budget form(s).

Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve

In the chart below, please include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's **Tier I** and **Tier II** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY Year 2: 2012-2013		Cohort I ONLY Year 3: 2012-2013		Total
Expenditure Codes	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for applicable Cohort <i>Do not include "other funds."</i>
1000 - Personnel	\$			\$	\$	\$609,546	\$734,181	\$609,546
2000 - Employee Benefits	\$			\$	\$	\$169,182	\$232,698	\$169,182
3000 - Purchased Services	\$			\$	\$	\$150,000	\$27,334	\$150,000
4000 - Internal Services	\$			\$	\$	\$0	\$0	\$0
5000 - Other Charges	\$			\$	\$	\$26,006	\$0	\$26,006
6000 - Materials and Supplies	\$			\$	\$	\$7,100	\$60,416	\$7,100
8000 - Equipment/ Capital Outlay	\$			\$	\$	\$	\$0	\$0
Total	\$			\$	\$	\$961,834	\$1,054,629	\$961,834

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: John M. Langston Focus School				TIER IDENTIFICATION: TIER I <u> </u> <u> X </u> TIER II <u> </u>				
	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY Year 2: 2012-2013		Cohort I ONLY Year 3: 2012-2013		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for applicable Cohort 2012-2013 <i>Do not include "other funds."</i>
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$609,546	Other: \$734,181	Division Expenses \$609,546
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses		School Expenses
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$169,182	Other: \$232,698	Division Expenses \$169,182
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$169,182		School Expenses \$169,182

3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$150,000	Other: \$27,334	Division Expenses \$150,000
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$150,000		School Expenses \$150,000
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0	Division Expenses \$0
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$0		School Expenses \$0
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$26,006	Other: \$0	Division Expenses \$26,006
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$26,006		School Expenses \$26,006
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$7,100	Other: \$60,416	Division Expenses \$7,100
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$7,100		School Expenses \$7,100
8000 – Equipment / Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0	Division Expenses \$0
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$0		School Expenses \$0

Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$961,834	Other: \$1,054,629	Division Expenses \$961,834
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$961,834		School Expenses \$961,834
Sum of SIG Funds for 2012-2013 for this school Do not include "other funds."								\$961,834

Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: John M. Langston Focus School	TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II
<p>1000 – Personnel (Use as much space as necessary.)</p> <p>In an effort to create smaller learning communities at each grade level and reduce the student to teacher ratio in content areas and based on national standards for Alternative Schools, funds will be allocated to hire an additional eleven (11) new highly qualified teachers and specialists for the grant period. Additional staff will allow the school to reduce class size under the enrollment ratios defined by Virginia’s Standards of Quality. Due to the grade configuration of the school and its designation as an Alternative School, additional content area teachers will include two highly qualified math teachers, two highly qualified social studies teachers, one science teacher, and one inclusion middle school specialist (School Improvement Grant Funding Code 100 \$609,546 and Funding Code 2000 \$169,182).</p> <p>To address the under-credited and over-aged student, the school will implement a self-contained accelerated graduation program for students who are behind their designated 4-year graduation target. The program, utilizing block scheduling, extended year program, and computer assisted instruction, will create an individual graduation plan embedded with assistance in literacy and mathematics skills, as well as organization and study skills. Staffed by two highly qualified teachers, the program will accommodate thirty-five identified and screened students (School Improvement Grant Funding \$104,664.00 and \$34,460.61 reflected in Funding Code 1000 and 2000). In addition, one highly qualified Students Services Facilitator will provide pre-entry assessments, develop individual student plans, transition services, and career and social-emotional counseling in identified areas (School Improvement Grant Funding \$74,115.00 and 21,994.26 reflected in Funding Code 1000 and 2000). A student assistance coordinator will be employed to develop parental and community involvement activities, monitor school attendance, grades, discipline, and serve as a liaison between the school and home (School Improvement Grant Funding \$43,713.00 and 15,345.32 reflected in Funding Code 1000 and 2000).</p> <p>To assist in the instructional oversight of the school’s instructional program and provide instructional support in the classroom, an Instructional Facilitator will assist the principal in observing and monitoring classroom instruction, organizing and analyzing historic and action data, coordinating horizontal and vertical team meetings including Learning Teams, and developing a program to increase the graduation rate (School Improvement Grant Funding \$74,467.00 and \$22,071.23 reflected in Funding Code 1000 and 2000).</p>	

<p>The division will develop and implement strategies to provide teachers financial incentives to attract and retain teachers.</p> <p>To increase the learning time for students, funds will be allocated to support an after-school credit recovery program, an extended summer program, and before and after school remediation program. Staff will be compensated for working outside of their defined contract schedule for each of these programs. Teachers will receive either a supplement or compensated by the hour for services rendered.</p>
<p>2000 -Employee Benefits (Use as much space as necessary.)</p> <p>Fringe benefits including the employer's portion of FICA, retirement, and insurance (life and health).</p>
<p>3000 - Purchased Services (Use as much space as necessary.)</p> <p>The division will partner with a Lead Turnaround Partner (LTP) (Pearson Education) to implement the USED <i>Restart Model</i> over a three-year period. The LTP was selected through a rigorous process, including the Virginia Department of Education's Request for Proposal policy, and approved by the Danville School Board. The LTP has a defined per pupil implementation fee based on student enrollment. All aspects of the LTP's implementation plan and services provided will be negotiated through a Memorandum of Understanding approved by the Internal Lead partner and signed by both parties (School Improvement Grant Funding \$150,000.00 reflected in Funding Code 3000).</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.)</p> <p>Indirect costs associated with expenditures that support the program including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, Indirect Cost, and other (School Improvement Grant Funding \$26,006 reflected in Funding Code 5000).</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p>In an effort to improve student achievement in reading and math and create a data management structure capable of providing data to inform instructional decisions, the <i>ISTATION™</i> Reading Assessment Program (K-10) and the Algebra Readiness Diagnostic Testing (ARDT) program will be implemented. The <i>ISTATION™</i> Reading Assessment Program assesses the four critical domains of reading: word analysis, fluency, vocabulary, and comprehension, while providing reports to differentiated reading instruction based on the student's identified areas of weakness (School Improvement Grant Funding \$6,000.00 reflected in Funding Code 6000). The I Can Learn Math Program is aligned with Virginia's grade level math strands and allows teachers to access the skill and mastery level of each student. Using the reporting mechanism, differentiating and remedial instruction can be design based on individual or group results (not reflected in School Improvement Grant). Mind Research software will be utilized to supplement math instruction to strengthen student engagement, reasoning ability, understanding, and solving multi-step problems (not reflected in School Improvement Grant).</p>

8000 – Equipment/Capital Outlay (Use as much space as necessary.)
Not applicable

Part 1(d): Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Application Submission

Applications are due on **Friday, June 1, 2012.**

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to Janice Pierson by Friday, June 1, 2012.

In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012_2013 Continuation Application).

(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)

Retain the original application in the division's files.

Attachment A: Assurances

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